



1878

## Catalogue and Circular of the State Normal School at Bridgewater, Mass., Ninety-Second Term. Fall and Winter Term, 1878-9

Bridgewater State Normal School

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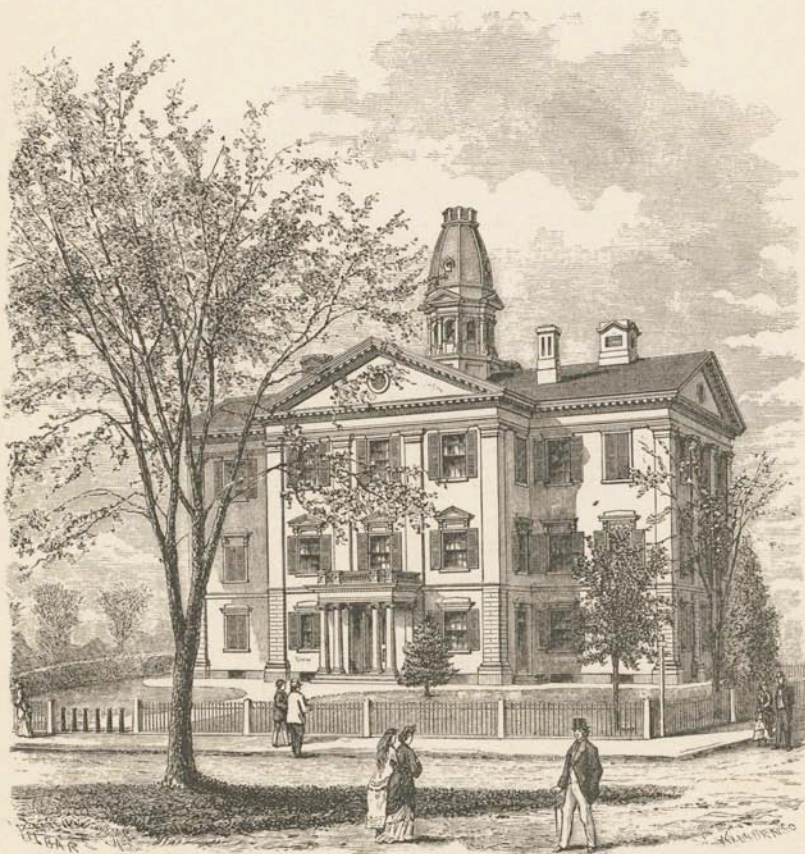
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Fall-Win

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# CATALOGUE AND CIRCULAR

of the



## STATE NORMAL SCHOOL

AT BRIDGEWATER, MASS.

Ninety-Second Term.

FALL AND WINTER TERM 1878-9

SMITH & PORTER, PRINTERS BO TON.

ARCHIVES  
BRIDGEWATER STATE COLLEGE  
BRIDGEWATER, MASSACHUSETTS 02824



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# INSTRUCTORS.

---

ALBERT G. BOYDEN, A.M., PRINCIPAL.

*Psychology ; Didactics ; Book-keeping ; Rhetoric.*

GEORGE H. MARTIN,

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FRANCIS H. KIRMAYER,

*Latin ; French ; German.*

BARRETT B. RUSSELL,

*Arithmetic ; Chemistry.*

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*Drawing.*

MARY H. LEONARD,

*Geography ; Physiology ; Astronomy ; Composition.*

CLARA A. ARMES,

*Vocal Music ; Algebra ; Geometry.*

ISABELLE S. HORNE,

*Vocal Culture.*

EDITH LEONARD,

*Grammar ; Composition ; Geometry ; Arithmetic.*



# STUDENTS.

## Four Years' Course.

Lyman Jewett, Pepperell, . . . . .	Entered September, 1874.
Florence L. Crocker, Bridgewater, . . . . .	" February, 1875.
Herbert I. Conant, Bridgewater, . . . . .	" September, 1875.
Frank F. Murdock, Wakefield, . . . . .	" " "
William F. Nichols, Reading, . . . . .	" " "
L. Roberta Capen, Stoughton, . . . . .	" " "
Lucy W. Cain, Hingham, . . . . .	" " "
Rachel I. Upham, Stoughton, . . . . .	" " "
Wallace C. Boyden, Bridgewater, . . . . .	" February, 1876.
Albert E. Heard, Weston, . . . . .	" " "
William H. Brown, N. Scituate, . . . . .	" September, 1876.
Edward J. Cox, Dedham, . . . . .	" " "
Erastus E. Grover, Medfield, . . . . .	" " "
Gustavus F. Guild, Canton, . . . . .	" " "
Frank L. Keith, Bridgewater, . . . . .	" " "
Austin Turner, Bridgewater, . . . . .	" " "
William G. Willcox, Reading, . . . . .	" " "
Loea P. Howard, Reading, . . . . .	" February, 1877.
Clarence M. Perkins, Bridgewater, . . . . .	" " "
Orin W. Sears, E. Dennis, . . . . .	" " "
Arthur Stanley, Beverly, . . . . .	" " "
Charles A. Wilbur, Bridgewater, . . . . .	" " "
Adela W. Adams, Castine, Me., . . . . .	" " "
Mary J. Raymond, New Bedford, . . . . .	" " "
Elizabeth P. Reed, Bridgewater, . . . . .	" " "
Henry C. Parker, Reading, . . . . .	" September, 1877.
George M. Powers, Leominster, . . . . .	" " "
Seth Sears, E. Dennis, . . . . .	" " "
Elizabeth Bagot, Bridgewater, . . . . .	" " "
Clara Bancroft, Ayer, . . . . .	" " "
Olive A. Prescott, Ayer, . . . . .	" " "
Elsie R. Reed, Boston, . . . . .	" " "
Mabel R. Wetherbee, E. Marshfield, . . . . .	" " "
Clifton A. Reynolds, Randolph, . . . . .	" February, 1878.
Lena Jones, Sandwich, . . . . .	" " "
Annie Keith, Bridgewater, . . . . .	" " "
Margaret A. Walker, Bridgewater, . . . . .	" " "
Willie C. Clapp, Stoughton, . . . . .	" September, 1878.
Frank F. Courtney, Norwood, . . . . .	" " "
Elisha S. Hall, Brewster, . . . . .	" " "
William D. Jackson, Bridgewater, . . . . .	" " "
Frank M. King, Bridgewater, . . . . .	" " "
James McCormick, Cheshire, . . . . .	" " "
Ida A. C. Jacobs, W. Scituate, . . . . .	" " "
Sarah L. Lawrence, Bridgewater, . . . . .	" " "

GENTLEMEN, 28; LADIES, 17.

## Two Years' Course.

## Senior Class.

Edgar F. Leonard, Bridgewater.  
 George G. Sherman, Dartmouth.  
 William H. Woodward, Bridgewater.  
 —3.  
 Harriet F. Alger, W. Bridgewater.  
 Lizzie Brady, Brockton.  
 Lizzie E. Brown, Bedford, N. H.  
 Alice L. Childs, Falmouth.  
 Minnie I. Estes, Brockton.  
 Lizzie F. Estes, Brockton.

Isabella J. Fraser, Fall River.  
 Anne M. Goding, Lowell. [Me.  
 Julia E. Greenwood, Presque Isle,  
 Caroline L. Hollis, Medford.  
 Carrie E. Hutchins, N. Billerica.  
 Elizabeth M. Johnston, Fall River.  
 Ellen Manley, Brockton.  
 Abbie A. Mills, Brockton.  
 Mary V. Morse, Quincy.  
 Annie M. Ruggles, Quincy.—16.

## Sub-Senior Class.

John L. Gardner, Charlotte, Me.  
 George H. Morse, Acushnet.  
 John I. Rackliff, Danvers.  
 Charles P. Sinnott, Duxbury.  
 Nathan H. Walker, Dighton.—5.  
 Ellen S. Baker, Portland, Me.  
 Malinda A. Carr, Hanson.  
 Belle B. Cobb, Dighton.  
 Mary M. Dennett, Bridgton, Me.

Harriet F. Hart, New Bedford.  
 Ellen C. Holton, Winchester.  
 Bessie E. Howes, E. Dennis.  
 Bertha A. Knight, Portland, Me.  
 Irene I. Lincoln, Hingham.  
 Martha L. Oakman, N. Marshfield.  
 Cleora M. Perry, Rehoboth.  
 Adella F. Potter, New Bedford.  
 Alice L. Smith, So. Weare, N. H.  
 Emma A. Steele, Stoneham.—14.

## Ex-Junior Class.

Thomas D. Driscoll, Quincy.  
 George W. Gardner, Bridgewater.  
 John J. Hayes, Boston.  
 George C. Howard, Cochesett.  
 Charles H. Morse, Derry, N. H.  
 Charles A. Ring, Auburn, Me.  
 Herbert E. Wentworth, Bridgewater.  
 —7.  
 Carrie E. Berry, Andover.  
 Adair F. Bonney, Scituate.  
 Katharine L. Brown, Reading.  
 Mary L. Clapp, N. Scituate.  
 Nannie E. Crocker, Marston's Mills.

Florence I. Davis, Fall River.  
 Clara E. Davis, Shirley.  
 Carrie B. Dennis, Mattapoisett.  
 Eliza F. Dolan, Quincy.  
 Hilma M. Ekman, Bridgewater.  
 Eudora Gardner, W. Scituate.  
 Mabel S. Gerry, S. Robbinston, Me.  
 Isabella L. Nye, S. Scituate.  
 Fannie W. Richards, E. B'dgewater.  
 Emma K. Shaw, New Bedford.  
 Mary E. Sparrell, S. Scituate.  
 Mary C. Wellington, Ashby.—17.

## Junior Class.

Frank W. Brett, Hingham.	Martha P. Davis, Lowell.
Charles C. Brown, Bridgewater.	Mabel I. Dodge, Stoneham.
James H. Burdett, Groton.	Nellie F. Dooley, Randolph.
Guy M. Campbell, London, England.	Lillian I. Dutton, Stoughton.
Ruggles A. Cushman, Barnardston.	Effie M. Edes, S. Abington.
Edwin H. Holmes, Bridgewater.	Cora D. Farmer, Medford.
Louis P. Nash, Needham.	Isabelle G. Fleming, Stoughton.
Edward D. Parsons, E. Gloucester.	Delia S. Gurney, S. Abington.
Edwd. T. B. Schweizer, Stockbridge.	Sarah A. Hamlet, Fall River.
William L. Sherrett, N. Carver.	Nellie M. Henry, Marshfield.
Frank W. Sweet, Hopkinton.	Edith F. Holbrook, E. Stoughton.
Frederic S. Tufts, Chelsea.	Delia F. Jenkins, S. Abington.
Frederic P. Vose, Marion.	Helen L. Johnson, Stoughton.
Frank H. Wakefield, Hopkinton.	Mary A. Lanman, Brookline.
William H. Wales, Newton Centre.	Annie E. Leach, Bridgewater.
William E. Walker, Webster, N.H.	Frances I. Leach, E. Bridgewater.
Edgar H. Webster, Boston.	H. Lizzie Leonard, Mansfield.
Winfield Wonson, E. Gloucester.— 18.	Mary L. Nash, S. Scituate.
Josephine Almy, New Bedford.	Louisa J. Park, S. Chelmsford.
Cora B. Ambrose, S. Byfield.	Florence A. Parker, Andover.
Stella B. Baker, Marshfield.	Hattie N. Parker, Plympton.
Ida J. Barker, N. Hanson.	Lucy A. Russell, Brookline.
Alice Barrows, Reading.	Mabel W. Sables, Scituate.
Joanna A. Barry, Brockton.	Dora I. Shaw, Warren.
Gertrude Blackmar, Boston.	Lillian E. Sibley, Clinton.
Esther F. Blunt, Milford.	Frances E. Smith, Bridgewater.
Emma J. Briggs, Dighton.	Nettie E. Snell, W. Bridgewater.
Lydia J. Chamberlain, N. Hanson.	Annie Stark, Griffin, Ga.
Emeline S. Clisby, Waupun, Wis.	Lucy A. Talbot, Stoughton. [Texas.]
Laffie B. Curtis, W. Scituate.	Frances I. Talbot, Georgetown.
Martha A. Cushman, Brookline.	Lillian F. Thomas, Hanson.
Harriet L. Davis, Abington.	Josie Vinal, Scituate.
	Mary E. Zeigler, Quiney.— 47.

## Summary.

Four Years' Course,	.	.	.	.	.	45.
Senior Class,	.	.	.	.	.	19.
Sub-Senior Class,	.	.	.	.	.	19.
Ex-Junior Class,	.	.	.	.	.	24.
Junior Class,	.	.	.	.	.	65.

Number of pupils in attendance the present term : Gentlemen, 61 ;  
Ladies, 111 ; Total, 172.

Number of different pupils during the past year : Gentlemen, 76 ;  
Ladies, 144 ; Total, 220.



# STATE NORMAL SCHOOL,

BRIDGEWATER, MASS.

**T**HIS institution is one of the five State Normal Schools under the direction of the Massachusetts Board of Education. It was established by the Commonwealth, with the co-operation of the citizens of Bridgewater, and received the first class September 9, 1840. The number of pupils who have been admitted is 2563; gentlemen, 880; ladies, 1683. The number of graduates is 1531; gentlemen, 534; ladies, 997.

## Conditions of Admission.

"Candidates for admission, *proposing to qualify themselves to become school teachers*, must have attained the age of seventeen years complete, if gentlemen, and sixteen years if ladies, and be free from any disease or infirmity which would unfit them for the office of teacher." *They must present on the day of examination a satisfactory certificate of good intellectual ability and high moral character*; must declare their full intention of faithfully observing the regulations of the school while members of it, and of afterwards teaching in the public schools of Massachusetts;\* and must pass a satisfactory examination in Reading, Spelling, Writing, Arithmetic, Geography, the History of the United States, and English Grammar. A greater age and higher attainments than those prescribed, with some experience in teaching, make the course of study in the school much more valuable to the pupil. *These requirements will be strictly enforced.*

The examination for admission takes place on TUESDAY, the first day of each term, beginning at 8 o'clock, A.M.

*The next examination for admission takes place on TUESDAY, February 11, 1879.*

## The Design of the School and Courses of Study.

The Board of Education, by a vote passed January 9, 1866, stated the design of the School, and the two years' Course of Study for the State Normal Schools, as follows:

"The *design* of the Normal School is strictly professional; that is, to prepare, in the best possible manner, the pupils for the work of organizing, governing, and teaching the public Schools of the Commonwealth.

\*Persons intending to teach in other States, or in private schools, are admitted by paying fifteen dollars a term for tuition.



"To this end, there must be the most thorough knowledge; first, of the branches of learning required to be taught in the schools; and *second*, of the best methods of teaching those branches.

"The time of the course extends through a period of two years, and is divided into terms of twenty weeks each, with daily sessions of not less than five days each week."

*Studies.* — FIRST TERM. — 1. Arithmetic, oral and written, begun. 2. Geometry, begun. 3. Chemistry. 4. Grammar, and Analysis of English Language.

SECOND TERM. — 1. Arithmetic, completed; Algebra, begun. 2. Geometry, completed; Geography and History, begun. 3. Physiology and Hygiene. 4. Grammar and Analysis, completed. 5. Lessons twice a week in Botany and Zoology.

THIRD TERM. — 1. Algebra, completed; Book-keeping. 2. Geography and History, completed. 3. Natural Philosophy. 4. Rhetoric and English Literature. 5. Lessons twice a week in Mineralogy and Geology.

FOURTH TERM. — 1. Astronomy. 2. Mental and Moral Science, including the Principles and Art of Reasoning. 3. Theory and Art of Teaching, including: (1) Principles and Methods of Education. (2) School Organization and Government. (3) School Laws of Massachusetts. 4. The Civil Polity of Massachusetts and the United States.

"In connection with the foregoing, constant and careful attention to be given throughout the course to Drawing and Delineations on the black-board; Vocal Music; Spelling, with derivations and definitions; Reading, including analysis of sounds and vocal gymnastics; and Writing.

"The Latin and French languages may be pursued as optional studies, but not to the neglect of the English course.

"General exercises in Composition, Gymnastics, Object Lessons, etc., to be conducted in such a manner and at such times as the Principal shall deem best.

"Lectures on the different branches pursued, and on related topics, to be given by gentlemen from abroad, as the Board of Visitors shall direct, and also by the teachers and more advanced scholars.

"The order of the studies in the course may be varied in special cases, with the approval of the Visitors."

*The present Order, Distribution, and Range of Studies in  
the Two Years' Course.*

FIRST TERM. — *Junior Class.* — *Geometry*, 5\* Including: — Definitions. Divisions of Geometry. Properties and Relations: — of Lines; of Angles; of Surfaces; of Volumes. Demonstration of Propositions concerning — Lines and Angles; Triangles; Quadrilaterals; Ratios and Proportions;

\* The figure after the name of the study indicates the number of lessons a week in that study.

Relations of Rectilinear Figures ; Circles. *Physiology and Hygiene*, 4. Including:—The Structure of the Human Body.—illustrated by life-size anatomical models,—its different Systems, their Functions, and the Conditions of Health. *Chemistry*, 5. Including:—Chemical Physics and Inorganic Chemistry, with Laboratory practice by each pupil. *Vocal Music*, 4. Including: The Reading of Music in all the keys at sight. Methods of Teaching, and the Teaching ; Practice in Chorus Singing. *Drawing*, 4. Including:—Freehand, Memory and Dictation, Design, Model and Object, Geometrical, Perspective. *Mineralogy*, 2 (Fall Term). Including:—Study of minerals and rocks from specimens, for the qualities, distribution and uses, each pupil having the specimen in hand. *Zoology*, 2 (Spring Term). Including:—Elementary Course, and classification of Animal Kingdom; Studying the specimens, for the appearance, structure, habits, uses. *Composition*, 1.

SECOND TERM.—*Ex-Junior Class*.—*Arithmetic*, 5. Including:—Elementary Course, Written Arithmetic—its principles, including Numbers; Expression of Numbers; Combinations of Numbers; Relations of Numbers. *Algebra*, 5. Including:—Notation, Numerical Processes. Use of Processes in Equations, Simple and Quadratic. *Geography*, 5. Including:—The Earth as a Sphere; Distribution of Light and Heat; Parts of the Earth's Surface; The Sea; The Atmosphere; Life of the Continents; The Study of each Continent. *Grammar*, 4. Including:—Definitions; Words in a Proposition, or Parts of Speech; Union of Propositions in Sentences. *Mineralogy*, 2 (Fall Term). With Junior Class. *Zoology*, 2 (Spring Term). With Junior Class. *Vocal Culture and Reading*, 2. *Composition*, 1.

THIRD TERM.—*Sub-Senior Class*.—*Arithmetic*, 4. Including:—Applications of Numbers; Mercantile Papers; Mensuration. *Physics*, 4. Including: Gravitation; Light; Sound; Electricity; Machines; and Motors. *Rhetoric*, 4. Including: Elementary Rhetoric; and Scientific Rhetoric,—embracing Definitions, Figures of Rhetoric, Style,—its Qualities, and the Rules for Forming Style. *English Literature*, 4. Including:—Historical Study of the English Language; Poetry,—Ballads, Ancient and Modern; Idyls of the King; Paradise Lost; Deserted Village. Prose,—Essays of Bacon, Addison, Lamb, Macaulay. In all, characteristics of thought and diction, with Biography of Authors and collateral reading. *Drawing*, 4. Including the extension of the subjects of Junior course. *Vocal Culture and Reading*, 4. *Geology*, 2 (Fall Term). Including:—Structure of the Earth and the History of the Structure. *Botany*, 2 (Spring Term). Including:—Elementary Course,—Study of the Plant itself, each pupil having specimen in hand; and Secondary Course,—Study of the plant with the book, for Analysis. *Composition*, 1.

FOURTH TERM.—*Senior Class*.—*Astronomy*, 4. Including: Phenomena of the Heavenly Bodies, their form, size, location, motions, effects of their motions, and the causes of the phenomena. *Civil Government*, 4. Including:—Principles of Civil Government ; Civil Government of the



States before their Independence; The Constitutional Government of Massachusetts; The Constitutional Government of the United States. *Book-Keeping*, 2. Including:—Exchange of Property; Mercantile Papers; Accounts, Four Forms, embracing Single and Double Entry. *Vocal Culture and Reading*, 4. *School Laws of Massachusetts*, 1. *Geology*, 2 (Fall Term). With Sub-Senior Class. *Botany* 2 (Spring Term). With Sub-Senior Class. *Education*, 8. Including:—Study of Man as Body and Mind; The different Systems of the Body, their Functions, and the Conditions of Health; Psychology,—Definitions; the Intellectual Powers,—Reason, the Presentative, Representative, Reflective; the Sensibilities,—the Appetites, Instincts, Desires, Affections; the Will and the Moral Nature. Principles of Education; Art of Teaching; Courses of Study; School Organization; School Government.

### *The Four Years' Course of Study.*

This course includes all the subjects of the two years' course, with the following branches added:—*German and French*; the object aimed at in their study being to understand, to speak, to write and to teach the languages; *Latin*, the ultimate object being to have the pupil get such a command of the language that he can read, and understand and teach it with ease; *Greek* is taken in the same way by those who are prepared for its study; *Higher Algebra and Geometry, Trigonometry and Surveying, Physics*, including,—Acoustics, Optics, Magnetism and Electricity with laboratory practice; *Chemistry*, with laboratory practice; *Botany, Drawing, Ancient and Modern History; English Literature*; and an extension of the course on Education, including the preparation of topics on various subjects, the History of Education and essays on Educational topics.

Graduates from this Course are in special demand for the best positions.

The studies are so arranged that graduates from the shorter course may take two additional years' work and thus complete the four years' course, or they may take one or two terms' work in addition to the two years' course.

### **Aims, Principles and Methods of the School.**

*Aims and Principles.*—The ultimate object of the Normal School is to make the Normal pupil a *skilled instrument* for the education of children, or, in other words, to make him, as far as possible, an educator.

The aim of this school is to give the pupil a definite idea of the true object, the principles, and the methods of education; a thorough knowledge



of the objects and subjects he will need to teach, with such a degree of facility and skill in the application of these principles and this knowledge, as will enable him to organize and control his own school, and to educate his pupils.

The design of education is two-fold, — first, to secure the right action of the mind; second, the acquisition of knowledge. The products of right mental activity are mental power and knowledge.

The teacher as an educator must know *what* the different mental powers are, the *order* of their development, and *how* they are called into right activity; and he must know each pupil as an individual. He must also know the *different kinds* of knowledge, the *order* of their acquisition, and the *method* of their acquisition.

Right *habits* of observation, of thought, of feeling, of action, are to be established.

A *course of study* is required for the training of the mind. The course needed for this purpose is a series of objects and subjects for study arranged according to the order of mental development. This course of study, from the nature of the mind, must be in two divisions, — an elementary course for training the mind in gaining a knowledge of facts about individual objects; and a scientific course, for training the reflective faculty in acquiring general ideas and truths, and knowledge systematically arranged. The elementary course must be so conducted as to prepare the mind for the scientific course.

The principles of education are derived from the study of the mind. The methods of teaching and training are determined by these principles. Having a knowledge of the mental powers, and of the objects and subjects to be taught, there must be a selection from these of what the pupil can understand and most needs to know. Ideas and thoughts are to be gained from the *objects of thought*. The right arrangement of ideas must be observed.

*Methods.* — All lessons are conducted upon the topical plan. The same method is employed with both objects and subjects. Each is considered first as a whole, and then in its parts. The topics for the study of an object are arranged in the *natural* order. A subject is presented as a whole by clearly defining it to show what it includes. It is then analyzed into its main divisions, and each division is outlined in topics *logically* arranged.

The lessons thus analytically arranged are assigned to the class, showing them what to study, and in what order, and each topic is taught to the class *at the time the lesson is assigned so far as is necessary to teach them how to study it* so as to be able to teach or present it to the class. *Nothing is to be done for the pupil which he can do for himself.*

After preparation, the class are thoroughly examined upon the lesson. The outline of topics is first stated to present the lesson as a whole. The topics are then taught to the class by different pupils, the class and the teacher criticising the teaching. Or, the pupil presents the topic to the class, other pupils and the teacher make additions, and the class and teacher

criticise the presentation. After the teaching, or presenting, the teacher thoroughly questions the class on all the important points of the lesson.

Each day a review of the preceding lesson is made, in its outline and main points, to fix the facts in the mind by repetition, and to connect the topics with the lesson of the day. Each main division of a subject is reviewed, in its outline and main topics, to teach the relation of the topics. The subject as a whole is reviewed before leaving it, in its outline and main points, to teach all the parts in their relations.

The teaching of the topics by the pupils secures the most thorough preparation of the lesson, for the pupil must know the subject, the logical arrangement of it, and how to teach it, or fail. It gives the pupil command of himself, makes him self-reliant, develops his individuality.

All the class exercises, from the beginning of the course, are conducted upon the principles and by the methods that have been indicated. After the pupils have been trained in this way, to teach philosophically, in as full a measure as the time will allow, they come in the last term of the course to the study of psychology, and there learn the philosophy of their work by finding in the study of the mind, the principles which underlie the methods they have learned to use.

Text-books are used as books of reference in the preparation of lessons. Statements of important principles and definitions are required to be memorized verbatim. The committing of text-books to memory is avoided, the students being trained to depend upon objects of thought rather than upon words.

Students are expected to govern themselves; to do without compulsion what is required, and to refrain voluntarily from all improprieties of conduct. Those who are unwilling to conform cheerfully to the known wishes of the Principal and his Assistants, are presumed to be unfit to become teachers.

It is not deemed necessary to awaken a feeling of emulation, in order to induce the scholars to perform their duties faithfully. Faithful attention to duty is encouraged for its own sake, and not for the purpose of obtaining certain marks of credit.

### **Examination, Graduation and Employment.**

Examinations, both oral and written, are made each term in every study, and the result in each must be satisfactory to enable the pupil to advance to the studies next in order. Only those pupils who have satisfactorily passed all the examinations in the prescribed course of study receive the diploma of the Institution. The demand for graduates of both sexes, to fill good positions in the public schools, is greater than the school can at present supply.



### Library, Apparatus and Cabinet.

This institution has a valuable LIBRARY of works for general reference and reading, to which the pupils have daily access. *Text-books in nearly all the required studies are furnished to students without charge.* It also has APPARATUS, excellent in quality, for the illustration of the more important principles in the physical sciences. It has a CABINET of minerals and other specimens used in teaching Natural History.

The LABORATORY is furnished, so that each member of the class has a place at the chemical tables, and all perform experiments at the same time.

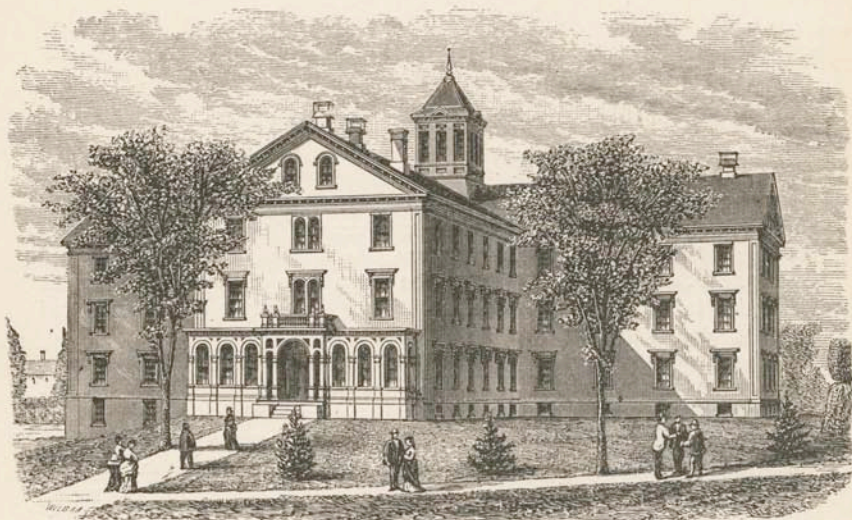
The ART ROOM is handsomely fitted up and furnished with the best kind of furniture and instruments, with a large number of the finest examples of casts, models, and flat copies, affording excellent facilities for teaching in the various departments of drawing, and furnishing a constant study of art to the members of the School.

### Expenses and Pecuniary Aid.

TUITION IS FREE to all who comply with the condition of teaching in the schools of Massachusetts, wherever they may have previously resided. Pupils who fail to comply with this condition are charged a reasonable sum for tuition. A fee of \$2 00 is paid by each pupil at the beginning of the term, for incidental expenses.

For the assistance of those students who are unable to meet the expenses of the course of instruction in the school, the State makes an annual appropriation of eight hundred dollars, one-half of which is distributed at the close of each term among pupils from Massachusetts who merit and need the aid, in sums varying according to the distance of their residences from Bridgewater, but not exceeding in any case \$1 50 a week. This aid is not furnished during the first term of attendance. It is expected that those who do not complete the prescribed course of study, and those who do not teach in the public schools of Massachusetts, will refund any amount they have received from the bounty of the State. Applications for this aid are to be made to the Principal in writing.





## NORMAL HALL.

The State has erected upon the school premises a very pleasant and commodious Boarding Hall, which will accommodate all the pupils who desire board. Two students occupy one room. Each room has two closets, is carpeted, supplied with furniture, including mattress and pillows, heated by steam, lighted by gas, and thoroughly ventilated. One wing of the hall is occupied by the gentlemen.

The Hall is under the charge of the Principal, who resides in the house and boards with the students. No pains are spared to make the Hall in every respect a home for the pupils. It has a beautiful location, and every room is pleasant. A Reading Room, supplied with newspapers, periodicals, and some of the best new books, and a Gymnasium, are provided for the daily use of the students.

The Hall was built and furnished by the State. The boarders are to pay the current expenses, which include board, fuel, light, washing, and the expense of keeping the Hall and its furniture in good condition. The aim is, to make these expenses not more than \$80 a term, or \$4 a week, for gentlemen; and for ladies not more than \$75 a term, or \$3 75 a week. Boarders who remain for any period less than half a term will be charged 25 cents a week additional. *The expense thus far has not exceeded the sum specified.*

### Payments.

\$40 for each gentleman, and \$37 50 for each lady, at the beginning of the term; and the same amount for each at the middle of the term. The object of this payment in advance is to secure the purchase of supplies at wholesale cash prices, thereby saving to each boarder much more than the interest of the money advanced.

### Furniture.

Each boarder is required to bring bedding, towels, napkins and napkin-ring, and clothes bags. Each occupant will want, ordinarily, four pillow-cases, three sheets, two blankets or their equivalent, and one coverlet for a double bed. It is required that every article which goes to the laundry be distinctly and indelibly marked with the owner's name.

Pupils living on the line of the railroad, and wishing to board at home, can obtain tickets for the term at reduced rates.

### School-Year and Terms.

The SCHOOL-YEAR is divided into two terms of twenty weeks each, including a recess of one week near the middle of the term.

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1878-9

Fall Term closes Tuesday, January 21, 1879.

Vacation Three Weeks.

Spring Term begins Tuesday, February 11, 1879.

Recess, April 19 to 29.

Spring Term closes Tuesday, July 1, 1879.

Vacation Nine Weeks.

Fall Term begins Tuesday, September 2, 1879.

BRIDGEWATER, November, 1878.

